Evaluation Lab ECHO Learning Community

17 May 2022 / 9:00-10:30AM / Zoom

Attendees

Charla Orozco- facilitator

Maeghan McCormick- SFPS En Comunidad Collective
Kristen Kinney- Explora
Zachary Leanorad- LANL-MSA
Ann Black- ABE Consulting/EHCPP Manager
Sylvan Argo- LANL Foundation
Shantini Ramakrishnan
Whitney Jones- LANL Foundation
Rose Nava
Monica LANL
Julie Hasty - Watershed
Jeannette- Explora
Rediet
Rachel Moore- Santa Fe YouthWorks
Christy Sobolik-
Loretta Trujillo - Native American Student Services SFPS

Agenda

Introductions

- Name, organization, fun fact

Organization Share-outs

1. Logic Model and survey share: Maeghan McCormick
2. Survey share: Tallie

Notes on Organization Share-outs

- **Presenting on survey: Tallie from Environmental Education of NM**
- Background
  - Events on outdoor learning

- ○ Symposium
- ○ Shantini and I planned out the structure of the symposium
- ○ The meaning is to gather resources for
  - ■ Rural communities have access
- ○ Shtnini is a direct education provider
  - ■ Want to get my program to rural places but too far away
- ○ Build a community, what do people need, how to connect people and leverage resources
- ○ Where do we need to build capacity
- 2 surveys
  - ○ When registering for event - asked them about what they hope to accomplish at the event
  - ○ After the event, midway through- we started to send out survey
    - ■ Not everyone was going to stay fo the whole thing
- Shared registration form on screen
  - ○ Where are you
    - ■ Wanted to connect people very intentionally
  - ○ How were you involved/what do you do
  - ○ Why are you here
  - ○ What ways are you involved in environmental learning
  - ○ How familiar were they with our programs and other NM programs
  - ○ What they want to accomplish
  - ○ Anyone you want to connect with directly
- At the end of the end we wanted to know if you met people, did you get new ideas about how to be culturally responsive ,
- Perspectives, culturally responsive environmental education
- Shared evaluation form
  - ○ Did you make new connections that will help you participate in outdoor learning in new ways
  - ○ What are you interested in exploring more about integrator diverse cultural
  - ○ 17 people responded out of 50 participants
  - ○ How can you use the resource you learned today to better respond to student needs from rural communities
  - ○ How many new connections did you make today
  - ○ Are you interested in a second symposium
- Charla
  - ○ 17/50 is a good number of responses
  - ○ Especially for a survey with qualitative questions

- ○ Take a second to look through survey
- ○ Tallie and Shantini- what would be most helpful? To talk about how to code? Or what is most helpful?
- ○ Does the group have any questions?
- ○ We'd love to hear the follow up about how coding went, how you did it, etc.
- ○ Thank you

- **Presenting on survey: Maeghan McCormick from SFPS En Comunidad Collective**
  - ○ PD for SFPS community
    - ■ 30% english as additional language
    - ■ Many students identity as hispanic or Latinx
    - ■ So PD is called En Comunidad Collective
    - ■ Teachers come around this anchor text called En com
      - ● Students can voice their perspectives
    - ■ 15 participants in the first cohort
    - ■ 4 meeting throughout the year
    - ■ Teachers explored the book and lessons and went back to classroom and tried them out
    - ■ 6th grade classroom
      - ● Examining language practices and identity
      - ● Looked at poem as anchor text
      - ● Personal connections
      - ● Identified themes in the text
      - ● Wrote reflection on personal connections to text
    - ■ Teachers came back and shared those lessons with the group
  - ○ Logic model
    - ■ Several ways wanted to evaluate whether i met these outcomes
      - ● A survey
      - ● Teachers wrote a personal reflection after each meeting
      - ● As teachers shared what they did in the classroom - we learned more about what they were doing
    - ■ Survey evaluated
      - ● Creating community
        - ○ Are teachers feeling more connected to each other
        - ○ Are students feelings more connected to each other and to teachers
  - ○ Survey

- ■ Data collection chart
- ■ Tried to keep it tied to logic model but some weren't directly tied to an outcome that I had in the logic model
    - ● How can we improve the project
    - ● What are some challenges
    - ● Are you interested in presenting next year
- ■ 15 participants in collective and 9 people responded
- ■ Asked some quantitative questions and then followed up with qualitative
- ■ None were mandatory questions
- ■ Building relationships and community
- ■ Did they feel more connected as educators
- ■ More connected to their students
- ■ If they felt their students were more connected to each other
- ■ Most important guiding principle of that critical biliteracy approach?
    - ● Their understanding and if it was increased during project
- ■ How comfortable do you feel implementing these principles in the classroom
- ■ Question about challenges
- ■ Logistics of the project
    - ● Were there things that made it easier for participants to commit to participate in collective
        - ○ How to facilitate more participation
- ■ Teacher understanding
    - ● Takeaways
    - ● How to improve
- ■ Are you interested in presenting at La Cosecha
    - ● One of the goals was to share the work with the community and outside the community
- ○ Responses to surveys
    - ■ Some qualitative and some quantitative data
- ○ Question for the group
    - ■ How to take this information and translate it into something concise and informative for next cohort
- ● Charla
    - ○ Questions you want to ask that aren't directly linked to logic model
        - ■ Very common concern
    - ○ I would say as long as it doesn't get too overboard, it's okay
    - ○ There are certain things

- ○ Are you interested in participating again
- ○ Would you recommend this to a friend
  - ■ These kinds of information can help you understand the overall takeaway of the program
- ○ As long as it doesn't add any more survey fatigue
- ○ Any other suggestions or comments?
- Zachary
  - ○ Love the work
  - ○ One of the goals is to change teacher practice and build community
  - ○ Can you cherry pick a few of those
    - ■ Use them as a Professional Learning Community (PLC) in next cohort
    - ■ Do you have thoughts and ideas on how to improve implementation
      - ● Way to engage them right at the beginning, part of the data, part of the process
- Maeghan
  - ○ Didn't do a pre and post but I like that idea of engaging them at the beginning
- Zachary
  - ○ Creating rubrics that define the changes that you want to see
  - ○ The rubric itself could even be the pre and post test
  - ○ These are the things we want to see and all of their levels of excellence
- Maeghan
  - ○ A lot of teachers who are self selecting are already interested
    - ■ So help them think about where am I know and have I grown
  - ○ Because it's voluntary
    - ■ How to bring this work to teachers who may not be as like-minded
    - ■ Some participants have said maybe a train the trainer model
      - ● Some other ideas
- Zachary
  - ○ Yeah, that's one of our biggest challenge in our work as well
  - ○ I'm happy to share some strategies that have worked for us over the years
- Charla
  - ○ Thank yous and moving onto didactic

Notes on Didactic Presentation: Community Based Participatory Evaluation- presenters not available to present in person, so recording will be shared.

- Community Based Participatory Research (CBPR)
- WK Kellogg definition of CBPR
  - Collaborative approach that equitably involves all partners in the research process and recognizes the unique strengths each brings… with the aim of combining knowledge and action for social change to improve community health and eliminate health disparities.
  - As evaluators, we can incorporate and apply CBPR principles in our work to address problems in our communities
  - Key words
    - Strength based
    - Equity
    - Social change
    - Collaborative
- History of CBPR
  - Patterned after Brazilian educator who believed in Community Based Action Research
  - Wisdom and knowledge in communities, no matter how much formal education
  - The wisdom and knowledge should be essential to the process of formulating solutions to systemic problems
- CBPR is Relationship Oriented
  - CBPR is a way to build community and trust between researchers (or evaluators!) and participants
  - Intentionally focused on indigenous and critical methodologies
    - Collaborative partnership
    - You work with communities not on communities
- Requirements of CBPR
  - researcher/professional self-reflection re:
    - Our core values/conceptual orientation
    - Our own intentions
    - Our institutions' strengths and liabilities
  - Belief in the possibility that community members/participants cna create and change things
  - Intention to act on findings
- CBPR addresses Power and Privilege

- ○ Identifies power held within stakeholder groups
- ○ Identifies challenges posed by power imbalances
- ○ Identifies ways groups can create equitable relationships
- ○ Identifies ways groups can share power
- History of distrust among marginalized communities
    - ○ When powerful interests ignore communities they study, tragic consequences may follow
    - ○ Examples of research history gone wrong due to unilateral research and power and privilege misused
        - ■ Tuskegee Syphilis experiment
        - ■ Measles vaccine
        - ■ Havasupai Tribe lawsuit against ASU
- Incorporating CBPR into your work
    - ○ Partnerships+collective processes→ better outcomes
        - ■ In medicine- do no harm, do good
        - ■ If you partner with community in equitable way, your outcomes will be better
        - ■ Communities can get closer to the lives that they want to live
    - ○ If stakeholders groups worked in harmony, what would the process look like?
    - ○ How would outcomes be affected by partnering and collective processes?
    - ○ What would power equalizing look like?
- Benefits of CBPE
    - ○ Collaboration at all levels of the community leads to meeting their needs
    - ○ Sharing decision making increases community knowledge
    - ○ Balancing power at all levels contributes to better solutions to systemic problems
    - ○ Long-term involvement facilitates sustainability
- Exercise: Let's plan for participatory evaluation
    - ○ Questions to answer in small groups
        - ■ Who are stakeholders you would include in a participatory evaluation?
        - ■ Think of 3 ways in which you can meaningfully engage stakeholders to collaborate.
        - ■ What would it take to recognize power relationships in your work?
        - ■ What would it take to diffuse power relationships in your work?

Action Items

1. Reminder- session for June will be last Tuesday of the month instead of 3rd Tuesday of the month

2. Next meeting: June 28th on Coding qualitative data

Next Meeting Agenda

- Two open spots for organization share outs